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ABSTRACT

This annotated bibliography of resources about child abuse and neglect begins with an introduction to the problem and causes of child abuse, legal definitions of abuse and neglect, and statistics illustrating the incidence of abuse. Designed to serve as an informational resource for educators, these resources are classified by categories pertaining to definition, recognition, reporting procedures and policies, treatment of victims, rehabilitation of perpetrators, and prevention. The references are arranged alphabetically by author within each category. Additionally, the responsibilities of educators dealing with child abuse and neglect are outlined in the bibliography as well as suggestions directed toward teachers, administrators, counselors, and school health personnel. The appendix contains an interview with a social worker who handles child abuse and neglect cases, and focuses on the role and responsibility of school personnel in reporting suspected child abuse and neglect. (NRB)

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CHILD ABUSE AND NEGLECT:
THE RESPONSIBILITIES OF EDUCATORS

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INTRODUCTION

Compulsory education laws assure teachers and other school personnel more contact with school-aged children than any other professional group. Educators are therefore in a prime position to observe, recognize, and report suspected cases of child abuse and neglect. Unfortunately, schools are often remiss in detecting and reporting due to ignorance or fear of reprisal from parents or administrators.

The Child Abuse and Neglect Act of 1974 (PL 93-247) defines child abuse and neglect as "physical or mental injury, sexual abuse, negligent treatment or maltreatment of a child under the age of eighteen by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened." (Riggs and Evans, Prevention, p.255)

The National Center on Child Abuse and Neglect estimated that one million children are abused or neglected each year. Among them, 100,000 to 200,000 cases constitute physical abuse; 60,000 to 100,000 cases are sexual abuse; and the remaining majority of cases are neglect. (Broadhurst, Treatment of Victims and Perpetrators, p.2)

Many situations cause adults to become abusive toward children. These include overcrowded living conditions, noisy and cluttered environments, poor parental role modeling, parental immaturity, lack of knowledge of child development, and poverty with the inherent parental preoccupation with their own needs. Financial inability to secure temporary child care services often leads parents to display aggressive or neglectful behavior toward their children. Parents who were abused as children tend to become abusive adults. (Harper, Prevention, pp.321-327)

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Evidence is inconclusive, however, that abuse is statistically more prevalent among lower socioeconomic groups. The reporting of cases seems higher among these groups because of their greater involvement with public welfare department services.

This study was designed to serve as an informational resource for educators in the area of child abuse and neglect. The annotated bibliography provides information pertaining to definition, recognition, reporting procedures and policies, treatment of victims, rehabilitation of perpetrators, and prevention. References were arranged in alphabetical order by author within each category.

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ANNOTATED BIBLIOGRAPHY

Definitions

Dean, Dorothey, "Emotional Abuse of Children," Children Today 8:18-20, 37, July-August, 1979.

Dean defined the different types of emotional abuse of children. Emotional neglect refers to the lack of emotional support or stimulation from the parent. Emotional assault is usually a verbal attack that affects the child emotionally. Emotional abuse was defined as a chronic attitude or act that hinders the development of a positive self-image. Dean cited three categories of emotional abuse recognized by the San Diego Juvenile Court and presented case histories of children in each situation. She concluded that low self-esteem, guilt feelings, and feelings of worthlessness are common among emotionally abused children.

Haeuser, Adrienne Ahlgren, "Interdisciplinary Glossary on Child Abuse and Neglect: Legal, Medical, Social Work Terms," Wisconsin University, Milwaukee, School of Social Welfare, February, 1978, 106 pp. (ED 157 251)

Haeuser included 600 terms pertinent to child maltreatment along with a list of 54 acronyms. The terms included complied with the Standards of the National Center on Child Abuse and Neglect. This glossary was compiled for use by professionals and concerned citizens involved in the study of child abuse and neglect.

Kline, Donald F., "Child Abuse and Neglect: A Primer for School Personnel," Council for Exceptional Children, Reston, Va., 1977. 58 pp. (ED 145 600)

Kline examined the history, etiology, incidence, legal and professional responsibilities, definitions, identification, reporting procedures, and prevention of child maltreatment. Included also was a glossary of relevant terms.

Recognition

Gray, C. Coleman, "Wednesday's and Thursday's Child," Journal of School Health 50:105-106, February, 1980.

Gray explained that the Child Find programs which began in the early 1970s intended to locate pre-school and school-aged handicapped children have served to locate abused children as well. These children, normal at birth, frequently become mentally or physically handicapped because of their maltreatment. Schools work with these children to help them become productive. Gray said that this is not sufficient. Pre-school and school teachers should be alert to signs of abuse. Early recognition and treatment are extremely important.

Heisner, J. D., "What Are You Going to Do About Your Abused Child?" Instructor 87:22-23, February, 1978.

Heisner discussed the importance of the role of the classroom teacher in detecting and reporting suspected cases of child abuse and neglect. He listed the signs for which to watch - bruises, burns, missing teeth, abnormal fear of parents, malnutrition, hunger, physical weakness, inadequate clothing, unkempt appearance, need of medical attention, frequent absences, aggressive and passive behaviors, signs of emotional neglect, parental exploitation, and forced drug use. Heisner suggested that the teacher first report suspected cases to the principal. A social worker or the police may also be contacted. Teachers have a legal obligation in most states to report abuse or neglect cases. Heisner listed addresses for writing for additional information.

Miller, Kimball A., and Miller, Elaine K., "Child Abuse and Neglect: A Framework for Identification," School Counselor 26:284-287, May, 1979.

Miller and Miller listed eight categories for classifying child maltreatment: physical abuse, sexual abuse, psychological abuse, physical neglect, medical care neglect, intentional drugging, educational deprivation, and abandonment. The following symptoms of abuse and neglect were described: unusual fear of parents and adults; unexplained bruises, cuts, burns; abnormal behavior (extremely aggressive or passive); sudden learning ability changes; frequent truancy; inadequate clothing; inadequate provisions for lunch; long clothing in warm weather; refusal to change clothing for physical education; verbalizing an intimate sexual knowledge; venereal disease; pregnancy; preferring to remain at school after hours; and lack of interest in school by parents.

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Vigare, Vanessa, "Signals of Child Abuse," Day Care and Early Education 5:24, 27, Spring, 1978.

Vigare discussed the four major categories of child maltreatment and listed the signs of each. Manifestations of sexual abuse include genital irritation, semenal stains on the child or clothing; and comments made by the child (usually to a peer). Signs of physical abuse are bruises; cuts; imprints of objects on the skin; indications of pain or soreness in movement; scratches and red marks on the face; burns; fear of adults; and evidence of inadequate medical care. Deprivation is indicated by soiled clothing; dirty hair, hands, or body odor; lack of provision for lunch or school supplies; and signs present in the home. Emotional abuse may be characterized by lack of appetite; failure to thrive; involvement with drugs or alcohol; and lack of parental interest regarding educational activities.

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Reporting Procedures and Policies

Broadhurst, Diane D., "Policy Making: First Step for Schools in the Fight Against Child Abuse and Neglect," Elementary School Guidance and Counseling 10:222-226, March, 1976.

Broadhurst advised any school system developing a program to deal with child abuse and neglect to first formulate an effective child protection policy which fits the system's needs and complies with state and local procedures and laws. She described the policy adopted by the Montgomery County Public Schools, Maryland, in a program entitled Project PROTECTION. The policy statement defined child abuse and listed guidelines for detection of neglect. Included also were instructions for referral of suspected cases and information pertaining to liability and immunity for the school staff. Broadhurst described the results of implementation of the policy after one year, including the doubling of the number of reported suspected cases, the quadrupling of confirmed cases of physical abuse, and heightened awareness among educators of the problems of abuse and neglect.

Broadhurst, Diane D., "Project Protection: A School Program," Children Today 4:22-25, May-June, 1975.

Broadhurst described the three phases of Project Protection of Montgomery County (Maryland) Public Schools initiated in 1974. The first phase involved policy revision. The second phase dealt with staff development and involved a conference that included representatives from county social service and health agencies, nonpublic and public schools, and nearby school systems. A workshop was held for the school pupil services staff for training in the conducting of staff development programs. Identification techniques and reporting procedures were explained. Staff training programs were held during scheduled faculty meetings to acquaint members with recognizing and reporting abuse and immunities from legal action. The curriculum development phase stressed prevention.

Dougherty, John M., "Unpleasant Duty," Phi Delta Kappan 61:back cover, 580, April, 1980.

Dougherty dramatically described the difficult position of a principal in dealing with an abused 12-year-old girl. Through this fictional account, he showed the moral dilemma that faces an administrator in such a situation. While the law requires that a maltreatment case be reported, it offers no protection for the child after the referral is made. Often children are beaten after the parents are notified of the report. The law, apparently in Missouri, does allow physicians to temporarily retain protective custody of an abused child, thus allowing for emergency foster placement. Dougherty implied that an administrator must do what is possible to protect a child even if it exposes him/her to lawsuits.

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Hoffer, Ruth, interview held at the Department of Public Welfare, South Bend, Ind., February 20, 1981. (Appendix A)

Hoffer explained briefly Indiana legal requirements for school personnel in reporting suspected cases of abuse and neglect. She discussed immunity from prosecution for educators. This social worker provided a list of ten indicators of abuse and neglect. Hoffer described in detail the process by which the Department of Public Welfare handles reports of suspected maltreatment. Programs aimed at prevention in schools were recommended. She advocated that school personnel work cooperatively with other community agencies and listed the agencies available in St. Joseph County.

Kibby, Robert W. and others, "The Abused Child -- The Need for Collaboration," Thrust for Educational Leadership 4:11-13, May, 1975.

Kibby and others explained the need for teachers to understand the problems of the 'battered child' in order to educate the "whole" person. They reported on steps taken in Moreno Elementary School in Sunnymead, California, in order to provide for abused children. Included were workshops sponsored by the Department of Public Welfare. An inservice program was held for school staff members and interested members of the community. The school organized procedures for detection and reporting suspected abuse and neglect cases. The need for collaboration with other agencies was stressed in this article.

Kristal, Helen F., "The Role of the School in Child Abuse and Neglect," ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, 1977, 64pp. (ED 137 715)

Kristal examined the social and psychological aspects of child maltreatment and specifically addressed the historical perspective, definition, legislation, incidence, and etiology in Part I. Part II described the role of the schools in identification, reporting, treatment, school environment, referral, the future, and legal rights of children. Kristal provided explicit suggestions in the above areas in this comprehensive study.

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Low, Alice M., "Reporting Child Abuse," American Education 15:30, January-February, 1979.

Low stated that many teachers are reluctant to report cases of child abuse and neglect because of lack of clarity about the Federal Family Education Rights and Privacy Act (FERPA). This act governs the release of information from educational records. Low said that when abuse is suspected, school personnel usually make a report based upon observation rather than school records. She also stated that in cases where the records must be used, child maltreatment cases are exempt from violation of the FERPA, and she cited the exceptions which allow for this exemption. The reasons why these exceptions are made were listed; the safety of the child is the main factor.

Moore, Helen B., and McKee, John E., "Child Abuse and Neglect: The Contemporary Counselor in Conflict," School Counselor 26:288-292, May, 1979.

Moore and McKee explained that school counselors face difficult decisions regarding identification of suspected abuse and neglect cases and confidentiality. The authors offered the following six suggestions for counselors: 1) consider each incident individually, noting details; 2) consult with supervisors and other professionals, and know the established reporting and treatment policies; 3) be familiar with the state's reporting laws, guidelines, and services; 4) know the code of ethics of the American Personnel and Guidance Association; 5) provide inservice instruction for school personnel for identification, reporting, and services; 6) work with parent groups to develop more appropriate disciplinary measures and better ways of communicating with their children.

Nufrio, Ronald, "A School Administrator's Guide to Child Abuse and Neglect," American Secondary Education 7:25-27, September, 1977.

Nufrio stated that school administrators must recognize the seriousness of the child abuse and neglect problem and "make child abuse detection and education a priority in their schools." (p. 27) He cited statistics indicating the extent of the problem. The author suggested that administrators do the following: 1) be aware of child abuse and neglect laws and penalties; 2) provide reporting procedures to employees along with inservice programs for explanation of laws and manifestations of maltreatment; 3) communicate with and know the functions of agencies relevant to abuse and neglect; 4) establish parenting classes for adults and students; 5) select teachers who are good role models and refrain from using corporal punishment.

Queen, Patsy S., and Queen, J. Allen, "In-Service Workshop on Child Abuse," Journal of School Health 50:441-446, October, 1980.

Queen and Queen stated that the teacher is the public servant in the best position to recognize child abuse but is often untrained to do so. The authors gave information on the history of awareness of child abuse along with statistics on reported cases. Included also was discussion of the Child Abuse and Neglect Act (PL 93-247) and Title XX of the Social Security Administration. The Department of Social Services is responsible for investigation and bringing formal charges in these cases but must rely upon educators for reporting them. The authors stated that it is the responsibility of the administration to provide training for teachers in the skills of preventing, detecting, and reporting abuse. They included a detailed plan for a four-hour workshop designed to educate teachers to detect and report these cases.

"Report and Recommendations of the National Advisory Committee on Child Abuse and Neglect," Report No. 108, Education Commission of the States, Denver, April 1978, 22 pp. (ED 159 844)

This report offered recommendations pertaining to legislation and policy directed to federal and state governments, education governing agencies, and the Education Commission of the United States. States were advised to include parenting education in career education; increase appropriations to child protective service agencies; and include inservice training for school staff members who are required to report suspected abuse and neglect. (Paraphrased from abstract)

Schmitt, Barton D., "What Teachers Need to Know About Child Abuse and Neglect," Childhood Education 52:58-62, November-December, 1975.

Schmitt described the manifestations of the various forms of child maltreatment and offered suggestions for proper handling by teachers. Physical abuse, drug abuse, medical care neglect, sexual abuse, emotional abuse, severe hygiene neglect, and educational neglect were included. Schmitt recommended that teachers consult with the school nurse, school physician, or a pediatrician when unsure of a diagnosis. He stated that the teacher should then report the suspected case to the county child protection agency or to police when imminent danger is feared. The teacher is required to make sure that a case is reported within 24 hours of detection.

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Slack, Georgia, "Child Find," American Education 12:29-33, December, 1976.

Slack described the work of Livia Alonso in the Dade-Monroe County (Florida) Child Find project. The project was founded for the purpose of locating exceptional children between the ages of 5 and 18 who were not being educated. Child Find Systems became part of the unit of Diagnostic and Resource Systems which acts as a liason among school districts, agencies, and institutions. Case histories were included in this article. As a result of this search, some children enter the public school systems while others attend private programs or receive services of agencies. These private programs receive contracts from the Dade School Board. Some children do not attend school at all.

ten Bensel, Robert W., and Berdie, Jane, "The Neglect and Abuse of Children and Youth: The Scope of the Problem and the School's Role," Journal of School Health 46:453-461, October, 1976.

Ten Bensel and Berdie discussed the history and statistics of child maltreatment. They described environmental factors leading to abuse and personality traits of children likely to be victims of abuse. Manifestations of abuse and consequences in terms of juvenile delinquency were mentioned. The authors recommended that a school district establish a policy and program including information regarding reporting and immunity, protection for the reporter, and protection and education for the victim. Ten Bensel and Berdie said that the school's role involves awareness, detection and reporting; providing documentation; providing a supportive environment for the child; and cooperation with other agencies working with the family.

Truesdell, William H., "Child Abuse: Shadow on the Classroom," Teacher 95:52-54, December, 1977.

Truesdell said that teachers are in a position to observe and deal with child abuse victims because they have contact with children over a long period of time. He listed the signs of abuse and neglect and the parties to whom it can be reported. Teachers were advised to befriend the child and to document possible evidence of maltreatment. Truesdell cautioned educators to be sure of the facts and then follow established reporting procedures. He listed common characteristics of abusive parents. The author also included a list of agencies to which to write for more information.

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Treatment of Victims and Perpetrators

Broadhurst, Diane D., "The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect," Kirshner (E. J.) and Associates, Washington, D. C., August, 1979, 82pp. (ED 182 882)

In this study sponsored by the National Center on Child Abuse and Neglect, Broadhurst examined the educator's role pertaining to identification, treatment, and prevention of child maltreatment. The first chapter discussed the nature, extent, causes, and effects. Chapter II explained the responsibilities of the schools in this area, the legalities involved, and the ethical issues. The third chapter described the indicators of abuse and neglect. Chapter IV dealt with reporting procedures and requirements. Treatment including support for the child, parents, and family using a community approach was addressed in Chapter V. The next chapter detailed suggestions for programs aimed at prevention. Included as appendices were standards applicable to the manual on the role of the educator and an outline of a model of child abuse and neglect policy for schools.

Cacha, Frances B., "Book Therapy for Abused Children," Language Arts 55:199-202, February, 1978.

Cacha explained the need for realistic children's stories that deal with less than perfect family situations. She said that children who endure maltreatment at home should have access to literature that portrays situations with which they can identify. Cacha stated that emphasis in such stories should be placed upon problem solving in order to help abused children deal positively with their own problems.

Caskey, Owen L., and Richardson, Ivanna, "Understanding and Helping Child-Abusing Parents," Elementary School Guidance and Counseling 9:196-207, March, 1975.

Caskey and Richardson discussed the extent of child abuse, legislation, characteristics of abusive parents, and treatment for these adults. Suggestions for school counselors were the following: acquiring knowledge in this area; implementing programs for parents suspected of abuse including child study groups, parenting education, and adult education for the purpose of improving understanding and social relationships; organizing identification procedures for recognition of abusive parents and abused children; alerting teachers to recognize and report possible cases; and awareness of existing programs that deal with child maltreatment.

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Faller, Kathleen, "Intervention Strategies for School Counselors in Child Abuse and Neglect," 8pp. (ED 155 529)

Faller addressed the areas of identification, reporting and treatment as responsibilities of school counselors in regard to child abuse and neglect. Signs of abuse and investigation procedures were explained. The author reviewed reporting procedure. She offered suggestions for school personnel in aiding victims -- acting as adult role models, providing nuturance and affection, remedial programs, monitoring the child's well-being, providing counseling services for the family and for the individual child, and referral for services from community agencies.

Griggs, Shirley A., and Gale, Patricia, "The Abused Child: Focus for Counselors," Elementary School Guidance and Counselor 11:186-194, February, 1977.

Griggs and Gale discussed psychological effects often resulting from maltreatment, rehabilitative treatment for abusive adults, and symptoms exhibited by abused children. They listed responsibilities of school counselors including alerting the school staff to detection, reporting suspected cases to the community child protection service agency, counseling victims, and referring families for counseling. The authors said that, "The counselor plays a vital role in conjunction with other persons in the medical and helping professions in the identification, referral, and treatment of abused youth." (p. 194)

Leavitt, Jerome E., "Child Abuse and Neglect," Instructor 88:24, 26, April, 1979.

Leavitt interviewed the founder of Parents Anonymous, a self-help association for abusive parents. They discussed the incidence, causes, definitions and signs of child abuse and neglect. The founder suggested that teachers watch for signs of maltreatment and report suspected cases. Teachers were also advised to help abusive parents by referring them to agencies that can provide help. The functions of Parents Anonymous were described. Programs for parenting education were recommended for implementation in schools.

Lero, Donna S., de Rijcke-Lollis, Susan, "Early Childhood Educators: Their Contact With Abused and Neglected Children," Child Welfare 59:160-78, March, 1980.

This article presented data from the authors' research using a mailed questionnaire in Ontario, Canada. Early childhood teachers responded to questions regarding the incidence of child abuse and neglect in their particular situations. Lero and de Rijcke-Lollis said that early childhood educators can be maximally effective in dealing with these problems if well-informed. It was suggested that communities recognize the fact that these educators can make important contributions in this area and view them as a significant community resource.

McCaffrey, Mary, "Abused and Neglected Children Are Exceptional Children," Teaching Exceptional Children 11:47-50, Winter, 1979.

McCaffrey stated that the Council for Exceptional Children considers abused and neglected children as exceptional children. These children have special needs, and McCaffrey offered explicit suggestions for teachers in identification, reporting, and remediation of maltreatment. She advocated the establishment of school policy. The author said that school personnel should attempt to identify "at risk" families and serve as sources of information or referral for them. She suggested that school professionals work with parents on their child's program, provide counseling for families, and offer parenting courses for students throughout their school years. Informational courses for adults were also mentioned. McCaffrey called for a collaborative effort with the entire community.

McCaffrey, Mary, and Tewey, Stephanna, "Preparing Educators to Participate in the Community Response to Child Abuse and Neglect," Exceptional Children 45:114-122, October, 1978.

McCaffrey and Tewey stressed the need for comprehensive programs for training educators to understand their professional and legal responsibilities in the area of child abuse and neglect. With their knowledge of child development and their ability to provide needed services, educators could help the children and their families. The authors collected data to determine the needs of educators in this area and organized a table of these needs. They listed resource people available in the schools who could supply diagnostic and rehabilitative services. A program was designed to enlist the cooperation of school personnel and community service agencies. The authors recommended inservice training to prepare educators to utilize their abilities in this area.

Meyer, Roger, "Accepting the Challenge of Child Abuse and Neglect: A Golden Opportunity for School Health," Journal of School Health 49:480, October, 1979.

Meyer, a physician, challenged school health professionals to work with school personnel and community and state agencies to provide services for abused children and their families. He discussed the legal responsibilities of physicians, nurses, and educators in reporting cases. Meyer mentioned the large amount of influence that school systems have in the community. The schools have contact with every school-age child and family. Meyer described programs in Evanston, Illinois, and Tacoma, Washington, which involve schools and community agencies and coordinate services. He offered guidelines for such program development.

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Suchara, Helen T., "The Child's Right to Humane Treatment," Childhood Education 53:290-296, April-May, 1977.

Suchara elaborated upon the beliefs of the Association for Childhood Education International. The basic tenet of this organization is that the child has the right to humane treatment and that humaneness should be nurtured in the child. Areas of concern include providing for the physical needs of children, fostering a positive self-image, establishing caring relationships with and among them, encouraging them to appreciate cultural diversity. ACEI proposed that teachers reassess their own roles, become involved in decision-making, model the values desired for children, improve coordination of services, and act as child advocates.

Slager-Jorné, Paula, "Counseling Sexually Abused Children," Personnel and Guidance Journal 57:103-105, October, 1978.

Slager-Jorné described persons likely to sexually abuse children. She stated that 60 percent of the abusers are male relatives or boyfriends of the child's mother. More girls are victimized than boys, according to the author. Sexual abuse was defined as exposing a child to stimulation inappropriate for the child's maturity level and position in the family. The acts of abuse discussed included "overstimulation, indecent exposure, fondling, intercourse, and rape." (p. 103) Specific examples were cited. Family factors, case examples, results of abuse, and counseling approaches were included in this article. Slager-Jorné advised that counseling should try to help the victim and the offender gain self-respect.

Wall, Charles M., "Child Abuse: A Societal Problem With Educational Implications," Peabody Journal of Education 52:222-225, April, 1975.

Wall included definitions of child abuse and the battered child syndrome, characteristics of abusive parents, characteristics of abused children, information on the statistics and effects of abuse, and information regarding treatment. He mentioned that 75 percent of abused children require speech therapy. He stated that the school's role involves identification, reporting, providing a secure environment, teachers modeling nonviolent alternatives for solving problems, instituting an educational program that includes all stages of parenting from prenatal care through child development, and the emphasis of humane treatment of others. Wall said that the school's role becomes greater as younger children enter the program. He advocated a multidisciplinary and multiagency approach.

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Watson, Jerry J., "Bibliotherapy for Abused Children," The School Counselor 27:204-208, January, 1980.

Watson discussed the use of bibliotherapy as a method that can be employed by guidance counselors and teachers for dealing with abused and neglected children. Recently published novels intended for children aged ten through fifteen describe the problems and situations of child abuse in an effort to encourage reluctant children to discuss their problems. The vicarious experiences may help the children to gain new insights into their problems and even arrive at solutions. The counselor must carefully select appropriate novels for the particular situation and must be sensitive to the child's reaction. Although most children respond favorably to this therapy, some have reacted adversely.

Westcott, Nina A., "Sexually Abused Children: A Special Clientele for School Counselors," The School Counselor 27:198-202, January, 1980.

Westcott cited a statistic of 100,000 as a conservative estimate of the number of sexual abuse cases of children yearly in the United States. She advised school counselors to become aware of the psychosocial and legal aspects of this type of abuse in order to provide services for the victims through other agencies. Westcott listed physical and psychological effects of sexual abuse and stated that the counselor is in the position to help. This professional should be a listener for the child, a child advocate, and an educator for both teachers and parents. The school counselor and other school personnel are required by law in 42 states to report child abuse cases, according to Westcott. The counselor, then, should play an important part in the preventive and remedial aspects of this problem.

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Prevention

Brenton, Myron, "What Can Be Done About Child Abuse?" Today's Education 66:50-53, September-October, 1977.

Brenton discussed factors leading to child abuse, common characteristics of abusive parents, and common characteristics of children susceptible to abuse. He suggested that teachers report suspected abuse, provide a stable environment, become exemplary role models, work positively with difficult children, and demonstrate more appropriate ways for these children to behave. Brenton described positive steps taken in several cities including holding conferences, workshops, prevention and treatment programs, and developing kits for describing abuse manifestations and reporting procedures. He urged that teachers, administrators, and teacher organizations plan workshops, invite speakers, hold conferences, and join organizations that deal with abuse and neglect.

Broadhurst, Diane D., "What Schools Are Doing About Child Abuse and Neglect," Children Today 7:22-24, 36, January-February, 1978.

Broadhurst noted an increase in school programs for the prevention and identification of child abuse and neglect. Schools historically have been reluctant to involve themselves in reporting and dealing with this problem, even though 36 states require reporting. Broadhurst mentioned that an increased number of state and local school districts have established policies for relating such cases to the proper authorities. States such as Nevada, Pennsylvania, and South Carolina and some local systems have arranged inservice programs for school personnel. A team approach involving representatives from health, mental health, social services, and police departments is used with schools in some areas. Many secondary schools have implemented family life courses for students with the intention of preventing child abuse and neglect. As a result of these programs, many more cases have been reported, and many families have been helped.

Broadhurst, Diane, and Howard, Maxwell C., "More About Project PROTECTION," Childhood Education 52:67-69, November-December, 1975.

Broadhurst and Howard offered an overview of Project PROTECTION of Montgomery County, Maryland. This program included four phases which were discussed by the authors. These phases involved revision of the existing policy, inservice programs for public school teachers, inservice programs for private school teachers, and curriculum development. This program was a multidisciplinary approach aimed at serving maltreated children and preventing abuse.

Carmody, Francis J., and others, "Prevention of Child Abuse and Neglect in Military Families," Children Today 8:16, 21-23, 35, March-April, 1979.

Carmody and his associates proposed a program for the prevention of child abuse and neglect in military families which is also appropriate for civilian use. The researchers noted common characteristics of families where this problem existed in order to determine needs. The seven major aspects of the program include public relations, outreach interviews, education, paternal involvement, hospital visitation, home visitation, and adjunct activities. The education program includes child care and child development classes for expectant parents, parents of preschoolers, and parents of school-age children. The military professionals would provide all services except for classes for parents of school-age children. The program designers expected that this program would reduce the incidence of child abuse and neglect.

Coolsen, Peter, "Community Involvement in the Prevention of Child Abuse and Neglect," Children Today 9:5-8, September-October, 1980.

Coolsen stated that in the past twenty years, most professional attention with regard to child abuse and neglect has been concerned with identification, reporting, and intervention. Only recently has the prevention aspect come into focus. Community prevention programs have been established in cities across the nation, including Toledo, Kansas City, Kansas, and Seattle. Prevention has taken on new importance because of the high number of cases being reported and the overwhelming cost of rehabilitation. Coolsen discussed the three levels of prevention -- primary, secondary, and tertiary -- and gave examples of programs at each level. Coolsen recommended community involvement (total) and listed the goals and components of a program developed by the National Committee for the Prevention of Child Abuse.

Davies, Leah G., and McEwen, Marylu K., "Child Abuse and the Role of the School Counselor," School Counselor 25:92-96, November, 1977.

Davies and McEwen outlined the role of the school counselor in dealing with child maltreatment. They recommended an awareness of state laws, knowledge of guidelines to follow in working with abused children, and familiarity with community services available. The authors suggested that the counselor act as a liaison among the school, child, and agency. Other responsibilities listed were educating other school personnel concerning identification and referral, monitoring physical punishment used in the school and offering alternatives, providing parenthood education programs, and implementing programs to detect covert forms of abuse.

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Erickson, Edsel L., and McEvoy, Alan W., and Colucci, Nicholas D. Jr., Child Abuse and Neglect: A Guidebook for Educators and Community Leaders, Learning Publications, Inc., Holmes Beach, Florida, 1979, 231pp.

This book was intended to serve as a complete handbook for educators in dealing with child maltreatment. The authors emphasized a community approach. Included was detailed information pertaining to law, policy, identification, and referral. The authors discussed methods for relating to families, remedial help for children and parents, staff responsibilities, and educational programs. The educational programs suggested emphasized prevention and were intended for students and parents. Since young parents are considered to be "at risk" for possibly being abusive, the book discussed ways of educating and caring for pregnant teenagers and those who are already parents.

Garbarino, James, "The Role of the School in the Human Ecology of Child Maltreatment," School Review 87:190-213, February, 1979.

Garbarino explained that maltreatment of children is basically a cultural problem resulting from a social system which supports abuse of children in law and custom. He said that the schools can make positive contributions in the prevention, identification, and treatment of child abuse. The author recommended that the schools work with other community agencies and provide support for the foster care system. Parent education and life-management skills training and the modeling of nonviolent interpersonal relations were suggested. Garbarino stated that the schools should be active child advocates.

Hankerson, Henry E., "Children in Crisis in the United States: Child Abuse and Neglect -- A Continuing Problem," Journal of Negro Education 48:396-407, Summer, 1979.

Hankerson said that the International Year of the Child (1979) would be an appropriate time to improve prevention and services for families under stress. He reviewed the historic background of child maltreatment. Studies by Hefler and Kempe and Costin which focused on the causes of this problem were discussed. Included were character traits, environment, and social problems that lead to abuse. Hankerson called for more research, better use of financial resources, and greater public involvement. Characteristics of children most likely to be abused were described. The author stressed that emphasis in the future must be placed upon prevention and helping families instead of just individuals.

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Harper, Gregory F., "Teaching and Child Abuse," Educational Forum 44:321-327, March, 1980.

Harper stated that abuse occurs when any of the needs of a child are not met and that teachers may be abusers as well as parents. He cites lack of knowledge of child development combined with lack of support from others and little respect given by society to the role of parenting as major contributors to parental child abuse and neglect. Teachers experience the same situations as parents -- overcrowded and noisy environments, poor role models, lack of knowledge of child development, and preoccupation with their own needs. Harper recommended increased community support and improved teacher preparation to reduce this problem in the schools.

Higgins, Judith, and Davis, Gwendolyn, "Child Abuse: Materials for Professionals," Teacher 95:54-55, December, 1977.

Higgins and Davis provided an annotated list of materials for use by professionals which are not intended for classroom use. Books, pamphlets, articles, and audiovisual materials are included along with information pertaining to the sources for the materials and their costs.

Jones, C. D., and Fox, Phil, "Getting a Handle on Child Abuse," Compact 13:28-29, Spring, 1979.

Jones and Fox stated that school districts are becoming increasingly involved with providing services for abused and neglected children in cooperation with other agencies. They suggested that educational groups and institutions provide the following services: 1) make the citizens and professional community aware of child abuse; 2) advocate legislation and policy in this area; 3) provide inservice and preservice training for social workers, mental health workers, police officers, and school personnel; 4) help coordinate community agencies; 5) provide in-class attention to the needs of abused children along with counseling services; 6) provide child care services; 7) offer parenting classes for students and adults; and 8) include information on child development, family life, discipline, and aggression in the school curricula.

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Kaul, Mohan L., "Physical Child Abuse and Its Prevention," Intellect 105: 270-272, February, 1977.

Kaul discussed how the epidemiological approach might be used in the area of child abuse. The epidemiological approach involves determining the cause of a disease and then employing preventive measures. The concern is with the determination of group characteristics regarding the "host," "agent," and environmental factors with the intent to manipulate them to prevent abuse. Kaul described characteristics of children susceptible to maltreatment, abusive families, and environmental factors contributing to the problem. Kaul suggested day care facilities to ease environmental stress, education for parents, and, as a last resort, removal of a child from a situation that has consistently been shown to be causally related to abuse. These were the preventive measures "prescribed" by the author.

Richey, D. Dean, "Educators and the Primary Prevention of Child Abuse," The Educational Forum 44:329-337, March, 1980.

Richey focused upon the role of the teacher in the detection and prevention of child abuse and neglect. Teachers are exposed to the signals of abuse and are able to help prevent it because of their direct contact with children and parents. The author recommended activities such as the following: 1) awareness and referral; 2) extracurricular activities for children; 3) modeling (role models); 4) training for parents; and 5) school-based programs for infants and preschoolers. Programs involving affective education, family life education, and child maltreatment curriculum were also recommended. This article expressed the need for teachers to awaken and take on these responsibilities.

Riggs, Richard S., and Evans, Dale W., "Child Abuse Prevention - Implementation Within the Curriculum," Journal of School Health 49:255-259, May, 1979.

The authors cited various statistics on child abuse, indicating the seriousness of the problem. They stated the definition of child abuse and neglect according to PL 93-247 and included the categories specified by this law. Riggs and Evans suggested ways that education in the area of abuse and neglect may be integrated with subjects such as language arts, social studies, and family life education. For example, stories, fairy tales, nursery rhymes, and poetry that deal with cruelty to children may become part of the language arts curriculum. Direct instruction in this area includes values education, role playing, open-ended films, and action activities.

Shanas, Bert, "Child Abuse: A Killer Teachers Can Help Control," Phi Delta Kappan 56:479-482, March, 1975.

Shanas said that because of compulsory education, teachers are the most likely professionals to see abused children. He cited reasons why teachers fail to report possible cases, thereby contributing to the problem. Signs of maltreatment were listed. The author urged teachers to become informed about the signs and reporting procedures. Shanas recommended that they refer parents and children to social and welfare agencies for help. He discussed the use of corporal punishment by teachers as contributing to the problem. Shanas' suggestions included teacher pressure on lax social agencies, teacher education at the college and inservice levels, and remedial classes for abused children in order to improve their adjustment to school.

Wishon, Phillip M., "School-Aged Victims of Sexual Abuse: Implications for Educators," 1979, 13pp. (ED 181 373)

Wishon cited statistics indicating the scope of the problem of sexual abuse of children involving pornography, prostitution, and incest. He described the resulting problems suffered by the victims. Advice for educators included the following: surveillance of schools, playgrounds, and parks for suspicious persons; awareness of behavioral signs of abuse; thorough classroom discussion of minimization of chances of becoming victimized; Individual Education Programs for victims in order to bolster their academic achievement; and demonstration of a desire and ability to assist these children and their families. Wishon urged educators to become advocates for state and federal legislation. He advised teachers to be positive adult models who are supportive, understanding, and trustworthy. He recommended a multidisciplinary community approach in dealing with the problems of sexual abuse of children.

Zigler, Edward, and Hunsinger, Susan, "Supreme Court on Spanking: Upholding Discipline or Abuse?" Young Children 32:14-15, September, 1977.

Zigler and Hunsinger criticized the Supreme Court for upholding the constitutionality of the use of corporal punishment in the schools. They discussed the irony of requiring teachers to report suspected child abuse while allowing teachers themselves to abuse children. Only five states forbid the use of corporal punishment in the classroom, according to the authors. They expressed their belief that this type of punishment is an ineffective type of discipline. They suggested that alternative methods allowing a fair hearing for the "offender" be used. Zigler and Hunsinger stated that this would help break the cycle of abused children becoming abusive parents.

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SUMMARY

The responsibilities of educators in dealing with child abuse and neglect were outlined in the bibliography. Suggestions were directed toward teachers, administrators, counselors, and school health personnel.

References which defined terms used in the study of child maltreatment were included to encourage communication among school personnel.

Recognition of symptoms of child abuse and neglect is of primary importance for teachers. Manifestations of physical abuse, neglect, sexual abuse, and emotional abuse were delineated.

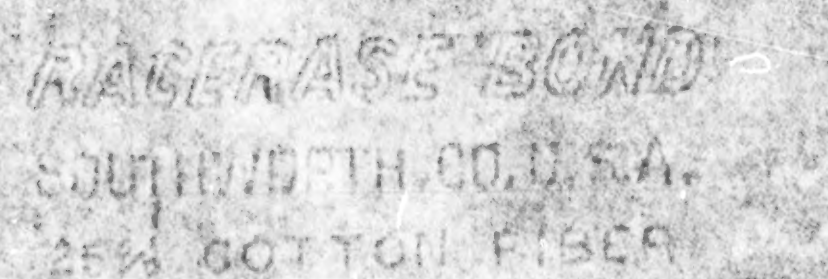
Educators have the responsibility to report suspected cases of maltreatment. Schools should have established reporting procedures that comply with state and local laws. Inservice education outlining these procedures was recommended for school personnel.

Many articles that discussed treatment for victims and perpetrators recommended that a multidisciplinary, multiagency approach be used. Various professionals within a school system and those associated with community service agencies should be involved. Specific suggestions for treatment and rehabilitation were included.

Programs directed toward prevention of child abuse and neglect offer the greatest hope for breaking the cycle of the abused becoming abusers. The role of the educator in interrupting this cycle was detailed. Educational programs for students and adults which emphasize communication skills and alternative disciplinary means were discussed.

The incidence of child abuse and neglect can be reduced by responsible, informed educators.

APPENDIX



APPENDIX A

Interview With Ruth Hoffer

Background Information

Ruth Hoffer is a Social Worker for the Department of Public Welfare, St. Joseph County, Indiana. Her work is in the area of Child Welfare, Protective Services. She deals with child abuse and neglect cases.

This interview took place on February 20, 1981, at the Department of Public Welfare. Rosann Manchak was the interviewer. The replies of Hoffer are not quotations unless so indicated.

Interview

Question

What is the Indiana law in regard to reporting requirements for school personnel for suspected cases of child abuse and neglect?

Hoffer

A school employee is required to report a suspected case to his/her supervisor but is not exempt from reporting him/herself. That is, the employee must make sure that the report reaches the proper authority for action. It is a criminal offense to fail to report -- a misdemeanor.

Hoffer presented the interviewer with a copy of the Juvenile Code -- Child Abuse of the State of Indiana.

Question

Do teachers have immunity from prosecution after reports of suspected cases have been made?

Hoffer

"Yes, teachers are safe except in cases where a report has been made maliciously or in bad faith.

The DPW caseworker would never directly confirm the identity of the complainant to the client. In court, a judge has the right to request the identity of the complainant. Attorneys for both parties may request the complainant's identity, and they are generally given this information upon said request to the court. If there is any objection to revealing the identity, the judge has the right to make the final decision.

As a matter of procedure, this department sends all substantiated abuse/neglect referrals to the Prosecutor's Office. If the decision is made to pursue prosecution, the complainant may be required to appear as a witness to given sworn testimony as to the facts reported in the complaint."

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When a report is made with the Department of Welfare, the school usually calls the parent to state that a report has been made. Hoffer said that it "usually goes well if the school is honest and upfront."

Question

Why do you think teachers and other school personnel are reluctant to report suspected cases?

Hoffer

They fear retaliation from parents, relatives, and their own supervisors.

Question

What are the signs of abuse and neglect that are shown by the children in school?

Hoffer

Hoffer provided a copy of a list of ten indicators of possible abuse or neglect.

Question

How is a referral of suspected abuse or neglect handled by Welfare?

Hoffer

The intake clerk takes the call and elicits as much information as possible from the caller regarding the child's home environment, the condition of the child, whether it is a one or two-parent family, and how long the caller has known the family.

A case of suspected abuse requires an eyewitness to the incident or to marks on the child. If the child has marks, Welfare must contact the family within 24 hours.

The initial investigation team, which includes at least one social worker and sometimes a St. Joseph County police officer, obtains the address of where the child is located. They call the parents before leaving the Welfare office. They are "upfront from the beginning." The social worker talks with the child first and informs him/her that she wants to work with the family and tries to make the child comfortable. The social worker then takes Polaroid pictures, including a full facial view and all marks of possible abuse on the child's body. If the abuse appears severe, the St. Joseph County Police are called, and an officer takes the pictures. The social worker explains to the child why the pictures are taken, and the child is allowed to see all of the pictures.

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Question

What happens to the child after a referral is made? Is any protection provided?

Hoffer

If the child is fearful of going home, the social worker will go with the child and meet with parents together. If extreme fear is expressed by the child, protection is provided. If the abuse is severe, the child is placed in foster care.

As of October 1, 1979, case workers are allowed to remove a child from his/her home. The case worker serves a form notice of detention to the parent(s). If the parent is known to have a gun, the police deliver the notice. A detention hearing must be held within 72 hours of removing the child from the home. A Probate Court judge hears the case. Parents may bring an attorney to the hearing.

The Department of Public Welfare may file a CHINS (Child in Need of Services) petition with the Probate Court. This is the strongest action that can be taken.

The Department of Public Welfare may also file a Court Ordered Informal Adjustment when they feel that they can work with the family productively. They then make a contract with the parent(s) which is effective for a six-month period. If the contract is not met, the DPW will consider removing the child from the home.

Question

What can schools do in the area of rehabilitation or prevention?

Hoffer

School and hospitals are best for providing prevention. Education in communication skills from Head Start on through all levels of schooling should be included in the curriculum for children. There should be discussions of arguments and other conflicts. The discussions should be geared to the ages of the children. The object is to teach children how not to be abused.

Question

Is any literature sent to local schools regarding child abuse and neglect from the Department of Public Welfare?

Hoffer

Forms for reporting suspected cases are sent to the schools. The schools asked for them.

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Question

Are there any workshops held in the local schools with the DPW?

Hoffer

No schools have ever requested workshops. St. Anthony's School invited Hoffer to speak to a parent-teacher group. Hoffer has also worked with the South Bend Community School Corporation school nurses.

Question

Do you have any advice for school personnel?

Hoffer

"Work cooperatively with every agency in town." The agencies are as follows:

Mental Health Center
CANCO
Family Learning Center
Family and Children's Center
South Bend Police and St. Joseph County Police
Hospitals

Question

When a school employee is in doubt as to possible abuse or neglect, what should he/she do?

Hoffer

"Call!"

Hoffer added that legally feedback is not supposed to be given to the reporter of suspected neglect or abuse. However, feedback is given to a teacher if that teacher can be of further help in the case.